



Crowders Creek Middle

5521 Charlotte Highway
Clover, SC 29710

Grades	4-6 Elementary School	
Enrollment	597 Students	
Principal	Will Largen	803-831-1339
Superintendent	Dr. Marc Sosne	803-810-8006
Board Chair	Steve Brown	803-222-9274

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Below Average
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A
2004	N/A	N/A

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

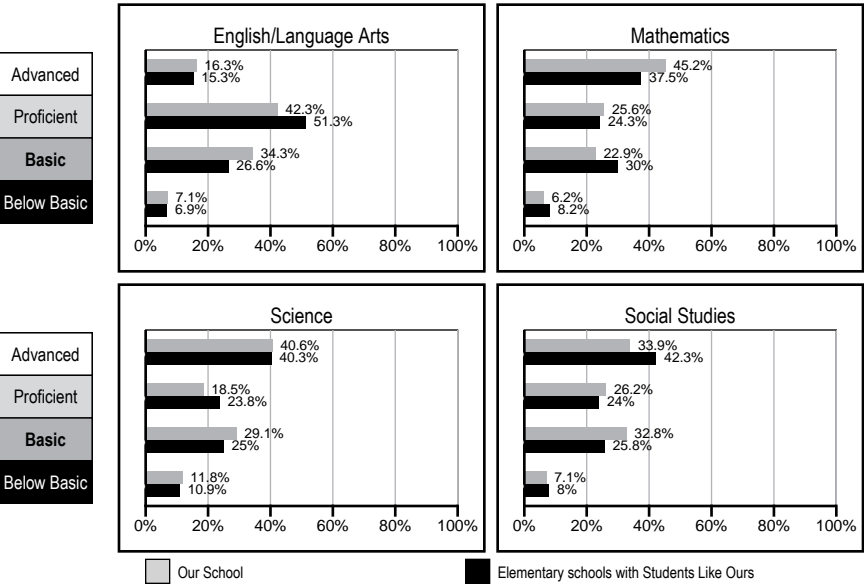
Percent of students tested in 2007-08 whose 2006-07 test scores were located 87.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
7	8	0	0	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=597)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.2%	N/A	1.0%	2.3%
Attendance rate	96.9%	N/A	97.0%	96.3%
Eligible for gifted and talented	29.2%	N/A	28.8%	10.4%
With disabilities other than speech	5.7%	N/A	4.6%	7.5%
Older than usual for grade	0.2%	N/A	0.1%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	N/R	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	60.6%	N/A	62.3%	56.7%
Continuing contract teachers	84.8%	N/A	83.8%	77.3%
Teachers with emergency or provisional certificates	0.0%	N/A	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	86.3%	86.4%
Teacher attendance rate	94.4%	N/R	95.2%	94.9%
Average teacher salary	\$49,889	I/S	\$48,017	\$45,345
Professional development days/teacher	17.3 days	N/R	10.3 days	12.6 days
School				
Principal's years at school	1.0	N/R	5.0	4.0
Student-teacher ratio in core subjects	22.7 to 1	N/R	19.9 to 1	18.5 to 1
Prime instructional time	89.1%	N/R	90.7%	89.8%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	No	N/R	Yes	Yes
Parents attending conferences	99.5%	N/R	100.0%	100.0%
Character development program	Excellent	N/R	Excellent	Excellent
Dollars spent per pupil*	\$5,938	N/A	\$6,523	\$7,052
Percent of expenditures for instruction*	74.9%	N/A	70.0%	69.1%
Percent of expenditures for teacher salaries*	72.0%	N/A	63.5%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Teachers collaborated weekly to design engaging work for their students during the 2007-2008 school year. Work products created by students were presented to parents and visitors throughout the school year. During the year students created Photostories, Power Point presentations about researched topics, participated in literary lunch bunches, and cocoa cafes with book talks. Students engaged in such activities as Lunch-Out, Walk With the Eagles, Field Day, and Career Day. This was the first time fourth graders were part of the student body at Crowders Creek Middle School and they contributed greatly to the overall success of the school. The fourth graders adjusted well to middle school life and enjoyed being a part of the activities at CCMS.

The student council conducted many service learning projects to benefit the local community. Teachers worked to learn more about and utilize the new Promethean Boards provided for each classroom. This new technology was invigorating for teachers and exciting for students. Many new opportunities were provided for students by the purchase of new computer software. Students were involved in such activities as Lego Club, Fight To Be Fit Club, Geocaching Club, student council, and DARE. Character education awards were given monthly. The active PTA supported the purchase of educational resources for the school along with sponsoring the school dance. Parent volunteers helped in every classroom, made the award-winning Lego Club possible and conducted the school carnival. Together parents, children, teachers and administrators worked diligently to make Crowders Creek Middle School a community of learners and concerned contributing citizens.

Principal: Will Largen
School Improvement Chairperson: Lynn Hybarger

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	23	231	160
Percent satisfied with learning environment	95.7%	91.7%	94.3%
Percent satisfied with social and physical environment	100.0%	91.3%	91.8%
Percent satisfied with school-home relations	100.0%	95.2%	90.6%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	YES
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This school met 19 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.5%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	610	100	7.1	34.3	42.3	16.3	73	61.8	48.2	Yes	Yes
Gender											
Male	302	100	11.2	38.8	40.6	9.4	67.5	54.7	41.7	N/A	N/A
Female	308	100	3.1	29.9	44	23	78.4	69.2	55	N/A	N/A
Racial/Ethnic Group											
White	518	100	6.3	32.9	43.3	17.6	75.7	64.7	60	Yes	Yes
African American	55	100	11.8	45.1	37.3	5.9	52.9	38.7	31.7	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	69.8	70.4	I/S	I/S
Hispanic	17	100	6.3	50	31.3	12.5	50	55.6	38.4	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
Disability Status											
Disabled	43	100	52.6	39.5	7.9	0	21.1	18.9	16	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	14	100	23.1	30.8	38.5	7.7	46.2	54.4	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	102	100	17.2	45.2	33.3	4.3	53.8	41	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	610	100	6.2	22.9	25.6	45.2	78.7	63.3	45.8	Yes	Yes
Gender											
Male	302	100	7	21.3	25.5	46.2	80.1	63.2	45.6	N/A	N/A
Female	308	100	5.5	24.4	25.8	44.3	77.3	63.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	518	100	4.9	22	25.1	48	80.6	66.6	59	Yes	Yes
African American	55	100	13.7	33.3	33.3	19.6	64.7	37.2	26.9	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	72.1	71.3	I/S	I/S
Hispanic	17	100	18.8	31.3	25	25	62.5	55.6	38.1	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status											
Disabled	43	100	34.2	44.7	13.2	7.9	28.9	23.7	17.1	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	14	100	23.1	23.1	15.4	38.5	61.5	56.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	102	100	14	31.2	29	25.8	62.4	44.1	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	377	100	11.8	29.1	18.5	40.6	59.1	53.5	35.7	96.9	96.3
Gender											
Male	186	100	14.1	26.6	17.5	41.8	59.3	52.1	37.4	96.9	96.3
Female	191	100	9.4	31.7	19.4	39.4	58.9	54.9	33.8	96.9	96.3
Racial/Ethnic Group											
White	315	100	9.7	27.4	19.4	43.5	62.9	57.2	49.2	96.9	96.2
African American	36	100	27.3	42.4	6.1	24.2	30.3	23.5	17	96.8	96.7
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	60.7	58	97.2	97.2
Hispanic	12	100	18.2	45.5	27.3	9.1	36.4	39.6	24.9	96.8	96.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	93.3	95.2
Disability Status											
Disabled	23	100	31.8	54.5	9.1	4.5	13.6	21	14	96.1	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	13	100	25	41.7	16.7	16.7	33.3	41.7	24.4	97.1	97.3
Socio-Economic Status											
Subsided meals	57	100	32.7	32.7	15.4	19.2	34.6	32.5	21.1	96.1	95.3

Social Studies

All Students	376	100	7.1	32.8	26.2	33.9	60.1	47.4	34	96.9	96.3
Gender											
Male	177	100	5.5	27.9	25.5	41.2	66.7	50.7	36.6	96.9	96.3
Female	199	100	8.6	37.1	26.9	27.4	54.3	44	31.3	96.9	96.3
Racial/Ethnic Group											
White	319	100	6.4	30.7	27	35.8	62.8	49.4	44.5	96.9	96.2
African American	37	100	11.4	42.9	25.7	20	45.7	28.8	19.1	96.8	96.7
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	60	58.9	97.2	97.2
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	40.9	27.5	96.8	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	93.3	95.2
Disability Status											
Disabled	28	100	25	41.7	20.8	12.5	33.3	14.7	14.4	96.1	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	44.7	27.3	97.1	97.3
Socio-Economic Status											
Subsided meals	68	100	12.9	50	24.2	12.9	37.1	28.4	21	96.1	95.3

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	215	100	13.6	38.2	44.7	3.5	48.2
	6	227	100	14.4	31.5	40.1	14	54.1
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	143	100	5.3	30.5	49.6	14.5	64.1
	5	223	100	8.5	41.5	42	8	50
	6	244	100	6.8	29.9	38.5	24.8	63.2
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	215	100	9	32.7	26.1	32.2	58.3
	6	227	100	6.3	30.6	23	40.1	63.1
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	143	100	6.9	18.3	23.7	51.1	74.8
	5	223	100	9	29.2	26.4	35.4	61.8
	6	244	100	3.4	19.7	26.1	50.9	76.9
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	107	100	19	31	16	34	50
	6	115	100	20.5	33	23.2	23.2	46.4
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	143	100	8.4	29	17.6	45	62.6
	5	111	100	13	32.4	17.6	37	54.6
	6	123	100	14.4	26.3	20.3	39	59.3
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	108	100	15.2	31.3	15.2	38.4	53.5
	6	112	100	5.5	44.5	27.3	22.7	50
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	143	100	9.2	32.8	25.2	32.8	58
	5	112	100	8.7	30.8	24	36.5	60.6
	6	121	100	3.4	34.5	29.3	32.8	62.1
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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